

POLARIS K-12 SCHOOL
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What methods did you use to report the results of your grant to interested members of the public? Some examples would be your school newsletter, parents' meeting, or your school web site.

Grant activities and results are communicated via classroom newsletters and at Polaris Parent Forum meetings.

Major Accomplishment

Polaris K-12 School has for many years offered "Intensives," as a non-traditional way to deliver curriculum to our k-12 population. Intensives are two week classes held in fall, mid-year, and in spring. The classes cover a wide variety of subjects and each one is designed by the teacher who will instruct it. A course catalog is made and students choose which class they would like to immerse themselves in for the two week period. Some Intensive choices offered this spring were: "Junior Tinkering School", "Outdoor Survival," "Digital Storytelling," "Garden Club," and "Ecosystems of Marine Invertebrates." The effort on the part of staff to make this program happen is enormous, but the payoff makes it worth it. Intensives are not new at Polaris, but in terms of the climate and culture of our school the program should be noted as a major strength. Some beneficial effects are easily seen, for example the community of students and teachers becomes linked in a much more comprehensive way. For 3 two-week periods in the school year students have the opportunity to learn from teachers other than their own, and work with kids who may not be regular classmates. This builds the social network of the school in a very robust way. Another example is the opportunity students have to make choices regarding their own education. Kids sign up for intensive classes like adults register for college. Students are empowered, and often have higher level of interest in the subjects being taught because they chose to be there. Other benefits of the program are not so obvious. Teachers choose and design the courses they will teach, so they tend to be a little more passionate about their subject. Both instructors and students benefit from the in-depth study afforded by a two week class devoted to one special area. Intensives also often require the school to reach out to the greater community for experts who can teach students authentic applications for what they're learning in class.

Students Served

Elementary	129
Middle School	0
High School	0

Services and Activities Provided:

During this school year, our school provided the following activities:

- After-School or before-school programs
- Alternative education programs
- Community service projects
- Conflict resolution/peer mediation
- Curriculum acquisition or development
- Drug prevention instruction
- Parent education/involvement
- Security equipment
- Security personnel
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training
- Violence prevention instruction

Specialized Program Use

Our school used the following specialized program(s):

Cooperative Learning

Character Counts

Kelso's Choice

40 Developmental Assets Framework

Aggressors, Victims and Bystanders

Skill Streaming classes for elementary students: Classes to promote positive values (i.e. caring, personal responsibility) and social skills (i.e. interpersonal communication, refusal skills) taught to students who are referred for behavior issues.

Coordination

Our school's drug and violence prevention program coordinates with the following other agencies and organizations for the services indicated:

Alcohol/drug counseling and/or treatment agency

Joint Service Delivery, Referrals

Law enforcement officials

Joint Service Delivery, Referrals

Health providers

Joint Service Delivery, Referrals

Social services providers

Joint Service Delivery, Referrals

Community-based group for drug/alcohol/tobacco

Joint Service Delivery, Referrals

Community-based group for violence prevention

Joint Service Delivery, Referrals

Parent group(s)

Joint Service Delivery, Referrals

Advisory Council

Fund Raising

Student and Parent Involvement

Students **were** involved in design, delivering, or critiquing drug or violence prevention programs.

Parents **were** involved in design, delivering, or critiquing drug or violence prevention programs.

Activity Reports

Skill Streaming social skills classes

Brief Description

Trained staff member(s) will conduct Skill Streaming classes for elementary students. Classes will be conducted to promote positive values (i.e. caring, personal responsibility) and social skills (i.e. interpersonal communication, refusal skills) for students who have been referred for behavior concerns.

Needs Assessment

SCCS data: Peer Climate

Evaluation Methods

Pre/post-course surveys given to all participants.

Data Summary

There were 23 students who were directly involved in skill streaming classes this year at Polaris. Of those students, 17 completed both a pre-class and post-class survey. The surveys were designed for primary elementary grades, but could be used with older students as well. The survey used a 4 point scale and had five statements for students to respond to. The statements were focused on emotional self awareness, empathy, and social competency. Pre- and Post-Surveys were compared for each student, and changes in their answers were noted and scored.

School: Polaris K-12	Kelly Hebert	
Activity: Skill Streaming	Number of students: 17	

	Yes, always		Sometimes		Not much		Never	
“When I get mad or sad I can stay cool”	Pre 4	Post 5	Pre 7	Post 10	Pre 6	Post 2	Pre 0	Post 0
	Change +1		Change +3		Change -4		Change 0	
“I can share and take turns even when I don’t feel like it”	Pre 9	Post 11	Pre 7	Post 6	Pre 1	Post 0	Pre 0	Post 0
	Change +2		Change -1		Change -1		Change 0	
“I know how to make new friends”	Pre 5	Post 8	Pre 9	Post 6	Pre 2	Post 2	Pre 1	Post 1
	Change +3		Change -3		Change 0		Change 0	
“I can tell when I’m starting to get angry”	Pre 10	Post 10	Pre 4	Post 6	Pre 3	Post 1	Pre 0	Post 0
	Change 0		Change +2		Change -2		Change 0	
“I can see when other people are getting angry or sad”	Pre 8	Post 9	Pre 6	Post 6	Pre 3	Post 2	Pre 0	Post 0
	Change +1		Change 0		Change -1		Change 0	

Other Comments

Students referred to the Skill Streaming program usually enjoy attending. The program is not punitive, and is focused on giving students additional coping strategies or social skills to help them in a school environment. Only students who are referred can attend, but other students often ask if they can participate. This is a positive reflection on students’ interpretation of the Skill Streaming program.